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ABSTRACT

A practicum project was undertaken to develop and implement a career education program that would introduce third graders to career opportunities. The setting for the project was an industrial city in the Midwest. The goals addressed in the set of structured activities developed were to: (1) increase third graders' awareness of career opportunities; (2) help students understand and appreciate the responsibility that workers have to their communities; (3) help them develop better communication skills; (4) help them identify appropriate learning skills for various occupations; and (5) encourage students to read about various careers. A variety of 30-minute activities were developed to accomplish these goals during the 10-week program. The following were among the types of activities developed for the project: role playing, tours of local businesses, compilation of career scrapbooks, book reports on supplementary reading materials, guest speakers, development of career booklets, and parent inservice sessions. Most of the students involved in the project were able to demonstrate a knowledge of t least 80 percent of the questions included on the project posttest. (MN)

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ED298352

Increasing Third Graders' Knowledge of Career Possibilities Through Structured Learning Activities

by

Melva Wilson Mosley

Cluster XX

A Practicum I Report Presented to the ED. D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

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PRACTICUM APPROVAL SHEET

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ABSTRACT

Increasing third graders' knowledge of career possibilities through structured learning activities. Mosley, Melva J., 1987: Practicum Report Nova University Ed.d. Program in Early and Middle Childhood. Descriptors: Career Awareness/ Vocational Education/ Vocational Experience/ Elementary Education/ Business Youth/ Career Development/ Career Planning/ School Guidance

This practicum involved developing and implementing a career education program that would introduce third graders to career opportunities. The setting was a third grade class in an industrial city in the midwest.

The project implementor's goals were: (1) To increase third graders' awareness of career opportunities; (2) To help students understand and appreciate the responsibility that workers perform in their community; (3) To develop better communication skills; (4) To help students identify appropriate learning skills for various occupations; (5) To encourage students to read about various careers.

All goals were met and the evaluation results successfully met the minimun performance level of 80%. Recommendations were made for continuing and improving this program in the elementary classroom.

CHAPTER I

INTRODUCTION

Description of Community

The target school is located in a mid-western city which is located on the south shore of Lake Michigan. The city encompasses a geographical area of 39.4 square miles. The 1980 Demographic and Income Forecast Report showed this city had a population of 161,619. In 1986 the population decreased to 148,196 which indicated a negative annual growth of -1.2%. According to the 1980 census, the Black population of 107,644 represented 70.8% of the total population. People of Spanish origin represented 7.1% of the total population in 1980. The remaining 22.9% of the population was classified as White or other. The age distribution showed 34.9% of the total population was under 18 years of age, and 8.2% of the population was 65 years or older. There were 49,445 households in 1980 with 3.06 persons per household. The city encompasses a geographical area of 39.4 square miles. In 1986 there were 50,543 households and the median, household income was $27,437.

The city's major employer was the steel industry. There were 9,300 fewer people employed in Northwest Indiana steel mills in September 1986 than there were in 1985. The status of steel in Northwest Indiana was further worsened by the lockout of the employees of U.S. Steel, which began

after the company and the steelworkers' union failed to approve a contract to replace the contract that expired July 31, 1986.

More than 6,000 union employees had been idled from the steel mill during the labor dispute. The payroll loss for the area was $808,000 a day. In September alone, that accounted for an estimated loss of more than $25 million in payroll normally injected into the economy. Unfortunately, many steelworkers' families were experiencing great financial difficulty during this period. The downtown business district had slowly declined. Over 300 retail trade jobs were lost following those summer months. Jobs in this industry were usually increased once the holiday shopping season began. ("Post-Tribune", 1986).

The school corporation is the second largest employer in the city. The total school enrollment in the fall of 1983 was 30,404, of that 15,416 were males, and 14,988 were females. Of the total student enrollment, 91.47% were Black, 4.31% were Hispanic and 4.06% were White.

There are presently 39 schools in this city; 28 elementary schools, 6 middle schools and 5 high schools. The school system provides instructional programs for kindergarten, grades 1 through 12, and a variety of courses for adults and youth over age 14 that who are not in the regular school program.

Some of the educational programs available to the citizens in this community include:

1. Vocational, industrial, or manual training facilities for high school students and adults;

2. Special education for handicapped students which includes a vocational program for the mentally handicapped;

3. School libraries and public libraries for the use of residents, free of charge;

4. City recreational projects and other youth programs are sponsored by other city organizations;

5. One business school, 1 college within city limits, and 3 nearby colleges less than 10 miles outside the city limits.

Minimum standards for all programs are based on those standards of the North Central Association of Colleges and Secondary Schools and the Commission of General Education.

The target school selected for this practicum is located in a small community on the west side of the city. This school is in a lower-middle social economic area. Over one fourth of the students qualify for the free lunch program. The regular educational program instructs students in kindergarten to fifth grade. The school's staff consists of regular classroom teachers; special area teachers in art, music, physical education; and a librarian. There is a part-time nurse and social worker assigned to this school at least 3 days a week. Resource teachers and specialists are always available to analyze special problems and situations.

A multicategorical program has been implemented in the

last five years to better prepare preschool students with learning deficiencies. Special Education, bilingual, Chapter I, and Primetime are programs that service students in various learning disciplines.

Twenty-five students (10 girls and 15 boys), in the teacher's 3rd grade class will participate in the practicum process. These students are working on the 3rd grade level in all subject areas. All children have the ability to learn and do very good work when motivated to learn. In addition, no formal career awareness program has been presented to these third graders.

The Job Decription of the Practicum Doer

The practicum doer is a regular classroom teacher in the third grade at this target school. In this self-contained classroom, the teacher is responsible for instruction in all subjects of the academic curriculum areas: reading, language arts, spelling, handwriting, mathematics, science, and social studies. The teacher carefully selects appropriate skill activities that will enable the students to master the learning objectives in each subject area.

This year the teacher is serving as the 3rd grade chairperson. It is the grade level chairperson's responsibility to inform other 3rd grade teachers of pertinent information and procedures directed by the principal from the grade level meetings.

Moreover, as the sponsor of the student council, the

teacher plans and coordinates student council activities with the principal.

Finally, as the director of the V.I.P. (Very Important People) Modeling Troupe, instructions are given in modeling techniques to 35 students in the 4th and 5th grade.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Third grade students in the regular classroom lack career awareness. This industrial city has been greatly affected by the transition to the high technological age. With the increase of high unemployment in the community, many families are experiencing difficulty coping with their financial situation. Young children do not understand why their family needs to make these new adjustments, and now they must do without many extra items they were used to getting. In addition, the unemployed parents are experiencing extreme stress during this transition. Many workers soon realized they were unqualified for available job opportunities.

Young children in the elementary school need early exposure to the numerous types of occupations in a complex society. The public schools can no longer afford to operate as independent institutions; now they must lead the way to revitalize career education and interest in the community.

In 1982, career awareness was greatly encouraged by the elementary education department. Career manuals were distributed to all teachers in grades kindergarten through sixth. The reference kit, Real People at Work, was placed in the library material center for teachers to use.

However, in reviewing these available resource materials, there still is not a clear and precise manner of presenting this information to students in the regular classroom. This could be the reason why these materials are not used by many teachers.

Most school activities focus on holidays and traditions instead of meaningful real-life activities that would help students understand the changing world around them. Art activities, music, and other fun activities usually relate to the holidays. Yet, students will compile a Christmas list containing misspelled words and furthermore, many of the students are unable to accurately compute the total cost of the items they have selected. Students need more activities that will help them apply what they are learning in school in a more meaningful way.

Students without a purpose for learning tend to waste a lot of time and retain little of the formal education provided to them. Students do not understand that school is a preparation site for a career. Their academic performance in school determines their qualification for some career choice. They must seriously begin to assume certain responsibilities in the classroom just as an adult must do on the job in the real world. Such responsibilities include: being on time, completing their required class assignments, and cleaning up their work area. Their payoff is grades on a report card similiar to a worker's check on payday.

Students will be expected to go to school longer in order to qualify for many of the new highly skilled occupations. They will need to be informed of what is available in the job market. In a climate where there is high unemployment, students are not exposed to a wide range of career role models. Attempts must be made to open up their minds.

THE PROBLEM WAS THIRD GRADE STUDENTS IN THE REGULAR CLASS ROOM LACK CAREER AWARENESS.

Problem Documentation

A test was given to students to assess their knowledge of career awareness and their recognition of job descriptions (See Appendix A).

Students were asked to sign their names, read the list of 36 job titles, and match each number with the appropriate definition in the second column. An objective format was used with 35 items. It was necessary to include a large numbers of occupations to determine if there was a need to present career awareness. The job titles were ranked in order from the least familiar to the most familiar occupation. This assessment was given December 1, 1986 to 25 students in the 3rd grade class (See Table 1).

The incorrect responses were then classified under the Ten-Cluster Plan. This is a tool used by the Educational Research Council of America, (ERCA) Career Development in the Real People at Work Kit. The careers were grouped into specific clusters primarily on the basis of common work

characteristics. Transportation was an additional cluster used in Table 2 (See Table 2).

The results of the questionnaire indicated that students lacked knowledge in career awareness and that they did not recognize job titles or their descriptions. The results in Table 1 showed 23 job titles with over 50% incorrect responses. There were six job titles having no correct response. The presentation of an objective format may have been unfamiliar to students and perhaps handicapped their performance.

Table 2 shows the total of incorrect responses categorized under the Ten-Cluster. The results indicated what cluster of workers were the least understood. Most students were familiar with the common occupations of service workers. More concentration and exposure should be given to occupations that specialize in building construction and those in business and commerce.

Table 3 is a list of the individual results of each student's response to matching the job titles with their job descriptions (See Table 3). Scores were ranked from the highest number of incorrect reponses to the lowest number of incorrect responses.

Table 3 shows that the students that usually do not apply themselves, waste time, and seldom do their work ranked highest in percentage errors. In fact, 3 students missed 97% to 100% percent of the job descriptions. The students that normally performed well in class had the

fewest incorrect responses. Even so, the best scorer had a 36% percent error rate and 19 out of 25 students had an error rate of 50% or better. Even though performance on this assessment might be attributed to the student's ability to follow directions, reading ability, and an enthusiasm for a challenging activity, the teacher believes that the above mentioned scores demonstrate the lack of knowledge of job descriptions.

Table 1

The Number of Correct Responses by 25 Third Graders Recognizing Job Descriptions

Job Descriptions	Incorrect Responses	Correct Responses	% of Errors
1. Sanitation Worker	25	0	100
2. Interior Decorator	25	0	100
3. Researcher	25	0	100
4. Receptionist	25	0	100
5. Meteorologist	25	0	100
6. Mechanic	25	0	100
7. X-Ray Technician	24	1	96
8. Welder	24	1	96
9. Estimator	24	1	96
10. Accountant	24	1	96
11. FBI Investigator	21	4	84
12. Plumber	21	4	84
13. Engineer	20	5	80
14. Optician	20	5	80
15. Machinist	19	6	76
16. Dentist	19	6	76
17. Nurse	19	6	76
18. Musician	19	6	76
19. Tutor	18	7	72
20. Librarian	18	7	72
21. Zoologist	17	8	68
22. Carpenter	15	10	40
23. Artist	15	10	40
24. Exterminator	12	13	48
25. Pilot	12	13	48
26. Educator	10	15	40
27. Upholsterer	9	16	36
28. Mortician	9	16	36
29. Judge	9	16	36
30. Household Servant	9	16	36
31. Keysmith	4	21	16
32. Street Vendor	4	21	16
33. Drycleaner	4	21	16
34. Fireman	2	23	8
36. Bus Driver	2	23	8
Total	566	334	2252

% of errors N=25
class average 62.55 %

Table 2

Classifying the Job Descriptions Under the Ten-Cluster Plan to Determine Which Cluster Students Have the Least Career Awareness.

		Incorrect Response
1.	Building Construction and Maintenance	
	interior decorator	25
	estimator	24
	plumber	21
	exterminator	20
	carpenter	15
2.	Business and Commerce	
	accountant	24
	secretary	9
	street vendor	4
3.	Communications	
	researcher	25
	receptionist	25
	tutor	18
	librarian	18
	artist	15
	educator	10
4.	Extractive Industries	
	Meteorologist	25
5.	Health and Personal Service	
	sanitation worker	25
	x-ray technician	24
	optician	20
	nurse	19
	dentist	19
	mortician	9
6.	Marine Industries	
	zoologist	17
7.	Mechanics and Metalworking	
	Mechanic	25
	Welder	24
	Machinist	19
	keysmith	4
8.	Protective Service	
	FBI Investigator	21
	judge	9
	fireman	2
9.	Special Technologies	
	Engineer	20
10.	Textile and Leather	
	upholsterer	9
	drycleaners	4
11.	Transportation	
	pilot	2
	bus driver	2

Table 3

The Student Record of Incorrect Response

Indentification Number	Incorrect Responses	Correct Responses	% of Errors
01	36	0	100
02	35	1	97
03	35	1	97
04	28	8	78
05	28	8	78
06	25	11	69
07	25	11	69
08	24	12	67
09	24	12	67
10	24	12	67
11	23	13	64
12	22	14	61
13	22	14	61
14	22	14	61
15	21	15	58
16	20	16	56
17	20	16	56
18	20	16	56
19	18	18	50
20	17	19	47
21	16	20	44
22	16	20	44
23	16	20	44
24	16	20	44
25	13	23	36
			Average
Total	566	334	63%

Causative Analysis

Students' knowledge and background of job awareness was based on their associations with working people in their environment. Many of these students had limited exposure to adult role models in various occupations. Single-parent families on assistance might not have any employed members in the family. In some two-parent families, the father might have been laid off from work for a couple of years. In this generation, young students might not remember their parents ever working a secure job. Some families have relocated several times in the last couple of years in hopes of seeking employment. With so many families feeling the effects of unemployment, students needed to be keenly aware of the existing employment situation and the available job opportunities in their communities.

Many students needed to appreciate themselves and others. Many students participating in the practicum were not energetic workers. For a variety of reasons, some boys chose not to work up to their ability. At times a couple of boys sought attention in negative ways by disturbing the class and by consistently doing poor quality work for which the teacher reprimanded them for their lack of respect and cooperation. Students that made poor attempts to respond on the assessment test were making a loud statement. These children needed to take time out to discover themselves. Who am I? What can I do ? What can I be when I grow up?

The school's main goal is to help students learn. The teachers' greatest challenge is to address the needs of the low achievers in order to motivate them to learn.

Career education still remains a neglected subject area in the elementary schools. Children are young and inquisitive at the ages of 8 and 9. Teachers may mention biographies and careers of famous people, but for the most part career education will not be an integrated subject taught by teachers in the classroom. If students' progress appears to be declining in some areas, this may indicate a need for teachers to stimulate interest and encourage students to learn in a more meaningful way.

Low achieving students are encountering problems and they need a more personal approach to understand why their education is important. Teachers attempt to raise test scores and they are consciously working to meet that objective. Without available guidance service to assist students of families having conflicting problems outside the classrooms, students struggle alone and manifest their discontent in their work attitude. Unfortunately, many students coping with behavior adjustment problems are mislabeled disruptive when they should be referred to a counseling service. There is a great need for a guidance counselor to assess and direct students in a career development program in conjunction with the current academic program.

The third grade teachers were aware of some of the

problems, and meetings had been held to discuss the apathy in the children. Still, little was done at that time, and further examination is needed to cope with the existing problems. Students in the gifted and talented programs, special education, and other programs are given priority. Thus, the average and below average student's personal needs appear to be neglected.

Career development programs should begin early in the elementary school. The main objective of elementary and secondary education should be to better prepare students for an occupation following graduation. The majority of high school graduates are not going to college, yet they are not prepared to compete in the job market. An elementary career program is not introduced as part of the vocational career program. Students have not been advised to take the appropriate courses for the available jobs they can get. With the rapid changes in career occupations, students will be required to demonstate a higher ability in various skills.

It is difficult for students to assess their talents and interest without guidance and direction. They need to be acquainted with the requirements and job responsibilities of different careers. Thus, they will begin to develop those skills necessary for their vocational choice. A large number of high school students graduate with no idea of what they want to be, or find that the courses they had selected in their high school program

did not sufficiently prepare them for their chosen occupation.

High technology has made an important impact for change. The computer lab in the school represents a new demand for change even at the elementary level. Students must now learn with a purpose in mind. The educational purpose will soon be directed to preparing a productive workforce that will be cost effective for many businesses. The economic stability of the country depends on the productivity of the workers. Low tolerance will be shown for those citizens who are unqualified to compete in the shrinking job market. Children of today must be better prepared for tomorrow, and planning for the future is most effective if it is directed at an early age.

Career manuals were distributed to teachers several years ago. Teachers' enthusiasm was aroused, but few classes actively participated in the program. Since that time, those materials have been filed away and long forgotten. Most teachers are unaware of the Real People at Work Career Kit and other materials available to them in the library material center. This is a an excellent time to dust off those old materials and revitalize an effective career developmental program that will integrate well with the regular 3rd grade curriculum.

At the conclusion of the practicum the writer considered another reason for the disinterest in career education, which is, the apathy of the people in general.

Poor parent participation, staff apathy, and lack of cooperation tends to handicap the progress and interest of children. Children see others as role models and adults must actively demonstrate visible growth. Instead of limiting possibilities, more people should get involved and continue to broaden their education. Teachers should take advantage of courses offered to learn new teaching techniques. Secretaries and clerical staff should be retrained to operate computers in the office. While visiting other agencies, advanced operations are utilized to expand and promote successful businesses. Educators must soon realize they are also in the business of developing and nurturing careers for the future of its citizens.

The Related Literature

Students must be better prepared to compete in the job market. The present complex economy has delayed the entrance of youth in the work force. Lovely Billups, AFT educational issues department field director, would arrive at an education conference to discover that the workshop on educating disadvantaged and minority youngsters received low billing on the conference agenda. "The issue was always on the sidelines, just a tag-on," she recalls.

AFT's Task Force on the Future of Education are bringing the plight of underachieving youngsters to the center of the national debate about reforming education. These reports, which call for the professionalization of teaching and a fundamental restructuring of our schools, point out that changes in education are meaningless unless something is done to turn around the chronic failure of this country's disadvantaged students (Gorman, 1986 p.8).

Billups (1986) says, "At risk younsters, most often minority, immigrant and economically deprived children who are likely to drop out or to graduate with woefully inadequate skills for employment or effective citizenship, are now the target of much of the reform proposals for a compelling reason. Politicians, educators and statisticians all agree that the nation's economic and social well-being depends on their succeeding" (p. 8).

"This country is in the deepest trouble if it doesn't have a work force that is not highly educated," says Marc

Tucker, executive director of the Carnegie Forum and the Economy, which sponsored the task force on teaching. "The underclass can't even get on the bottom rung of the job ladder" of an increasingly technology-based economy, he warns (Gorman, 1986, p.8).

Tucker (1986) makes this analysis:

> "By the year 2000, one of three persons in the United States will be member of a minority group, and right now one out of every four persons is born into poverty and that rate is rising. Students in the bottom third of the socioeconomic ladder have three to four times the dropout rate of those from affluent families. Even if people have just the basic skills, they will be unemployable in 10 years. Businesses that employ such workers at the prevailing wage rates will be uncompetitive; there are people elsewhere in the world who will work twice as many hours and for one-tenth the wages who already have the basic skills" (p.8).

Students are going to be required to be in school much longer to master more difficult skills. Career oriented students will be better prepared to compete in the job market if they take advantage of their educational opportunities.

At a symposium held June 28, 1977, Heynemann (1977) reported on a debate which was held to discuss these three questions concerning education work programs related to

youth employment. Peter Schrage and Margaret Faller, both agreed that adult intervention is necessary, but disagreed on the method to be used. Garth Mangum felt there should be concentrated efforts made in developing criteria for determining individual skills, and urged others to look closely at the important issues of career education. Arnold Anderson stated that because the job possibilities for students cannot be forecast, reliable, appropriate preparatory classes cannot be specified in more than general terms. Willard Wirtz and David Cohen examined the collaboration between education, labor, and business. Their paper reviewed, (1) the effects of unemployment and underemployment; (2) the transition from youth to adult; (3) the applicability of foreign education and work strategies to the United States; and (4) the collaboration efforts to date of schools, labor, and business. The final paper summarized the debates on these issues. Career awareness is an issue that is being observed on the government level (Heynemann, 1977).

What should be done to prepare youth to adapt to the swiftly changing job market? Anderson (1986) had these projections for youths seeking a job in the next decade. Youth must enroll in rigorous courses in high school and college. There are differences among minority groups and other students. Among bachelor's degree recipients during the 1980-1981 school year, only 7.5 of black students concentrated in math, science and computer related fields;

4% were in engineering; while 22% were in business and management; and 21% were in social services and public affairs.

In comparison, one third of all Asian graduates majored in math, science, computers, and engineering; while only 11% were in social services/public affairs. About 18% of white college graduates majored in math, engineering, and related fields; while 14% were in social services/public affairs. Reviewing these statistics, black college students have responded slower than other groups toward the academic fields that provide preparation for employment in technical areas. Anderson believes high school students will have to concentrate on basic skills and venture more in math and science if they expect to enter jobs with long-term career potential (Anderson, 1986).

Solorzano (1985) stated that from elementary school classrooms through graduate business programs, educators are restructuring career programs. In comparison with Japanese students, in 1982, twelfth graders in the United States scored much lower than Japanese students in mathematics and well below the mean score of students in 15 nations. One reason is that fewer than half of all United States high school students take three years of math and science courses which are crucial to understanding technology. "Jobs are changing so fast there is no way schools can train students that far in advance," says

Michael Timpane, president of Columbia University Teachers College. "We need to graduate students who know what are the best ways to use the new technology and are capable of learning new skills."

The first step has meant bringing computers into the classroom. Now there are over one million computers used in the schools across the country. Solorzano contends there is a need for students to learn and use available technological tools and skills. Solorzano stated, "Until recently, schools mainly used computers as electronic workbooks, allowing students to practice math and reading drills. But more schools are beginning to use computers as a tool that can improve writing, provide more access to information and facilitate all learning" (Solorzano, 1985, pps. 47-48).

As new technologies make old job skills obsolete, the best vocational education will be solid preparation in reading, writing, mathematics, and problem solving. Butler (1985) reviewed research studies answering the question, why Johnny can not get a job? Research findings indicate that business leaders are concerned about the ability of schools to prepare students for the job market. Students and business would both profit if the public school placed more emphasis on basic skills.

Butler included the research assembled by the Committee for Economic Development (CED). The CED rated four attributes most important for getting an entry-level

job. They were, (1) striving to get work done well; (2) knowing how to learn; (3) the ability to set priorities; and (4) the ability to communicate well. Their study suggested changes are needed to improve education. Higher standards for promotion and greater effort are needed to assist the disadvantaged learner. Schools should expand the quality of prekindergarten programs to make them available to all 4 year-olds from disadvantaged backgrounds, and schools should extend the educational effort to the primary grades, where the foundations for all subsequent learning are laid.

The CED expressed the dissatisfaction business leaders have in their young employees. Too many graduates have not learned to accept discipline, to take responsibility for a job assigned to them, and they are unable to work within a group or work cooperatively with others ("what work," 1986).

Character building must be an important component of American public education. Butler (1985) comments that it is time for public school systems to return to practices that promote good work habits and develop such positive traits as previously mentioned. Lack of these traits is the primary reason why many people remain unemployed.

Ferrouillet (1984) states effective career development is an on-going process that involves the total person. A complete career development which takes into account a person's learning, working, and leisure activities, can

help that individual master these five phases of career development: (1) career pathing, (2) job hunting, (3) networking , (4) career advancement, and (5) re-careering. With these goals in mind one can see that effective career development must begin at an early age. Students must initially have some self-concepts and values. There must be some motivating drive to push children towards excellence.

What can be done for students with negative concepts about themselves? These students do not strive for excellence. Maslow (1970) states these three major factors that influence self-esteem: (1) respect and approval from other people, (2) actual capacity, (3) acceptance of acting upon our own inner nature. The teacher must consider these factors and continue to motivate students to learn.

Morgan (1980) says:

> "When Blacks enter first grade, the stories they create express positive feelings about themselves in the schooling situation, but by the second grade their stories express negative imagery of the teacher and school environment and by the fifth grade, the overall feeling expressed by students is that of criticism. In other words, upon entering school in primary grades, Black children possess enthusiasm and eager interest, however, by the fifth grade, the liveliness and interest are gone, replaced by passivity and apathy. Primary grades presented a more nurturing

environment than intermediate or uppergrades. In early childhood education, much of the activity is child-teacher centered and a great deal of interaction between children. The classroom environment in the upper grades is transformed from a socially interactive style to competitive individualistic and minimally socially interactive style learning" (Kunjufu, 1986, p. 26).

Hilferty and Weinhold (1982) developed activities in the four skill areas necessary for people to maintain a high level of self-esteem. These skills were: (1) the ability to make meaningful contact with your inner self and with others, (2) the ability to accept differences in yourself and others, (3) the ability to exercise influences over your life space, and (4) the ability to maintain a rather constant sense of identity. The activities presented in this study can be used in the regular classroom. Students need to communicate better with one another in order to work cooperatively in a group situation.

Butler (1985) further discussed the influence of the schools in relating to students' behavior. Schools transmit a message about what is not acceptable behavior through an invisible curriculum. Many schools neglect the importance of demanding good behavior and allow students to have high tardiness and absenteeism. Students are permitted to turn in late assignments. Sizer says, "One

purpose of schools--education of the intellect--is obvious. The other--an education in character--is inescapable." Butler says, "Students should be held accountable for their work and for their integrity. With reponsibility comes maturity, and maturity is essential to a smooth transition from childhood to the adult world, from school to the job" (Butler, 1985, p.163).

A career education program will be successful with the support of the school, students, parents, and business in the local community. Bearg (1980) says a career program at the elementary level should include opportunities for the students to see role models and to learn about specific careers. These experiences can aid students to identify and assess their own interests, values, and abilities in relation to their career planning and development. It provides teachers with a meaningful way to develop communication skills in the curriculum, in addition to expanding knowledge of career awareness.

Navin and Sears (1980) added these comments. Career guidance in the home and school are needed components in an elementary career development program. The important role of the parent should not be overlooked. The parent involvement in a career education program is a high priority. Teachers are often complaining of the lack of parent participation and interest. Stivala (1974) stated parents can have an influence on the success of any school

program. Parental involvement is essential for the following two reasons: their understanding and acceptance of the concept will affect the student acceptance of the program; and parents can be a source for the implementation of the program.

Solorzano (1985) expounds on the advantages of career awareness. Knowing what types of work interest can help narrow the range of occupations for an individual. It can focus on career interests a person may enjoy and yet know little about. The Strong-Campbell Interest Inventory is widely used to assess career interest. A person responds to 325 familiar job descriptions. The person's answers are compared with those given by people already working in a wide range of jobs in order to show how well the interests match. Only interest is matched and not ability.

Magieri and Staley (1984) agree that although career education has declined, it should still remain an important area of concern for both elementary and school counselors. Their study mentioned a survey report taken by a children's librarian. The results of the survey taken of first and second graders showed that their responses to the age-old question, "What do you want to be when you grow up?" differed little from those of previous generations. Most answers remain in the traditional category of teacher, fireman, or doctor. It is very important that adults who work with children continue to broaden children's awareness of job possibilities.

In conclusion, the literature reviewed the necessity of career awareness because students need career guidance, character building, self-determination, and a purpose for learning. Many students lack commitment to do their best in school and this is the major concern of the teacher. Students need to know the benefits of a good education. In the early primary grades students need to know they must learn as much as they can in school to adequately prepare themselves for a career. Studies show that one major reason for high unemployment is primarily due to the lack of work preparation skills. Business leaders are demanding higher standards and mastery of basic skills in the public schools. Career education must begin early because young people must be highly skilled and flexible workers on their jobs. In economic times such as these, students should be encouraged to better prepare themselves for job readiness. Waiting until high school is not early enough. In the elementary schools, there is a need for teachers and parents to initially expose children to different careers in order to stimulate growth towards career planning.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

The following goals and objectives were projected for this practicum.

Statement of General Goals

The third graders will have increased career awareness.

Behavioral Objectives

1. Students in the third grade will better understand and appreciate the responsibility that workers perform in their community.

Behavior Expectation

Students would be given a pre and posttest of 25 occupations. Students would be able to match the description of the job with the job title.

Performance Evaluation Tool

A pre and posttest would be administered in the first week and the last week.

Standard of Achievement

Twenty out of 25 students would be able to identify 80% of the occupational skills on the post-test.

2. Students would develop better communication skills.

Behavior Expectation

Students would be given 10 communication skill activities. Each student was to participate in at least 8 of these activities.

Performance Evaluation Tool

A progress report would be used to monitor students' performance.

Standard of Achievement

Twenty out of 25 students would participate in 8 oral activities. Out of 80 possible points the students would achieve a score of at least 50 points.

3. Students would identify appropriate learning skills for various occupations.

Behavior Expectation

Students would be given a pre and posttest of 25 occupations. Students would be able to select the school subject that best related to the appropriate job performance.

Performance Evaluation Tool

A pretest and posttest would be given.

Standard of Achievement

Twenty out of 25 students would be able to identify at least 2 school related skills for 20 occupations.

4. Students would be encouraged to read books about various careers.

Behavior Expectation

Students were expected to read six books about people in six different careers. They would be required to complete a book report on each book.

Performance Evaluation Tool

Book report.

Standard of Achievement

Twenty out of 25 students were expected to read and complete 6 book reports. All questions were to be answered.

Basis for Measurement

1. An assessment questionnaire would be given to assess whether students needed a career awareness program.
2. The projects and presentations made by the students would be evaluated.
3. Pre and posttests and all evaluation forms that related to each objective would be evaluated.

Log

The mechanism for recording unexpected events would be documented in a daily log.

Evaluation Instrument

The pretest was a written test to determine if students could define job titles. The pretest and posttest included 25 job titles (see Appendix B and Appendix D). Included were at least 2 job decriptions from each of the 10 clusters. Students were to be given a time limit of 20 minutes to complete the test. A follow up posttest was to be given which was similiar to the pretest. An evaluation and comparison of the pre/post tests results were to be made (see Appendix F). The teacher was to score the test. Students were expected to score 80%. These results would indicate an increase in career awareness.

A progress report would monitor students' performance on eight activities. Students were to observe their behavior and make self-evaluations. Students were to record their behavior performance on an evaluation form (see Appendix H). They were to make a check under each column listed. The columns listed were usually, and hardly ever. The teacher was to make an additional evaluation, and students were to be scored one point for usually. The teacher would tabulate the total number of points. Students who scored eight points and above were to be given a token. All final scores for the eight activities were tallied to give an average performance score (see Appendix I). These exercises helped to develop communication skills and reinforced good work habits.

CHAPTER IV

Solution Strategies

Discussion and Evaluation of Solutions

The related literature suggested ways to develop effective career awareness in the regular classroom. McGee and Silliman (1982) formulated an eight step structure for organizing class activities. The inventory focused on the use of the individual and group interests of children in the fourth, fifth, and sixth grades for the purpose of personalizing instruction.

The assumption for the initial activities is that children need to understand that interests are different from aptitudes, abilities, and achievement. Following this format made it much easier for the teacher to organize the calendar of activities.

Step One

1. Create a set of slides showing various people at work
2. Use magazines or newspaper pictures of people working

Step Two

3. Write a journal (e.g., "What I want to be")
4. Interview people
5. Include written assignments on different types of people, games, and hobbies they like
6. Have group discussions

Step Three

7. Form interest centers

Step Four

8. Research articles in the library

9. Display projects on the bulletin board

Step Five

10. Brainstorm (e.g., "What do you do for leisure time?")

Step Six

11. Classify occupations

Step Seven

12. Read library books and make book reports

Step Eight

13. Help students integrate all of their newly discovered information

Safran (1986) reviewed two of Benjamin Bloom's research projects he supervised, that increased children's academic ability. The writer shares the same belief of Dr. Bloom, which is, "What one child can learn, almost all children can learn under the right conditions." Bloom and several of his graduate students identified and tested six remarkably simple ideas aimed at reproducing in the classroom the most effective components of one to one instruction: attention, feedback, support, encouragement, and self-esteem. These six ideas can help a child leap to the top of his class: (1) make reading automatic;

(2) provide equal opportunity in the classroom; (3) teach thinking skills; (4) review before proceeding; (5) have classmates help; and (6) educate at home. Parents and teachers should make a greater effort to work together. These ideas can be integrated at home as well as in school. Parents should provide a learning environment at home. The child should be encouraged by his parents to follow up his home work by reading more books outside the classroom.

Bloom and his associates developed a questionnaire to determine the educational quality of a student's home environment. The results correlate closely with a child's success in school. Thus, the home environment has great impact on how a child learns in school. It is just as important as the teacher and the curriculum design in the school. The time parents devote to educating their child helps establish a firm foundation that promotes high expectations. The family plays a major role in communicating expectations and instilling respect for education.

Gladding and Hadgeman (1983), investigated occupational sex-role stereotyping among elementary school children. The study was unique because of its incorporation of art as a concrete adjunct means of examining career aspirations in children. The results showed that the third graders were less conservative on the acceptance of men and women in non-traditional occupations. The researchers felt there was continuous need to work more

intensely with children from lower socioeconomic backgrounds in exploring career options.

Children in third grade are not ready for a large amount of occupational information or formal coursework in getting a career. Yet, they acquire impressions of workers in various job occupations, and they can tell when someone is doing acceptable work. The Dictionary of Occupational Titles gives information on some 20,000 jobs. Many children have little awareness of the many career options. Mangieri and Staley (1984) suggested this solution: provide children with a wide assortment of children's books. Reading these books will give children with different experiences the necessary background for dreaming and fantasizing about career options. Trade books can be used in a variety of ways. In some classrooms they will be a supplement to other activities, such as discussions, field trips, and subject units of work. In other situations, books can form the nucleus for learning about career awareness.

Decker (1980) states, when restless kids want to know why they are tackling a new math skill, (percentages) the teacher should be ready with a reply, such as, "it's a skill a lot of people use in their work. You may need to learn this." Decker suggested a few ways career awareness can be used in the regular classroom:

1. Have students make a career collage.
2. Have students list six career choices.

3. Have students design a family tree of careers.
4. Have students keep a television log of the television programs and record the careers of the characters.
5. Have a classroom presentation.
6. Discuss male and female job opportunities.
7. Invite in working resource people.
8. Identify the abilities needed for various careers.

Most of these activities study the role models of those people in a child's world. The family career tree will give each individual a chance to see the achievements of his family. The child may see himself as an extension of the career tree with an open position left on one of the tree branches for him to fill.

Career Capers are materials that can be integrated along with the present classroom studies. The teachers in a Springfield, Illinois school designed materials for each month. Included were objectives, career activities, language arts, and math for the month's topic. The topics were self-awareness, job awareness, community, communication, health, agriculture, animal care, construction, and transportation. For each month student worksheets were presented for the curriculum areas of the Career Capers' notebook, including language arts, mathematics, social studies, science and health, and fine arts. Career Capers' materials are especially designed for utilization in the elementary classes. They will

compliment any career program (Economy in Review ," 1979).

Participating in a business experience and assuming the responsibility of a worker for just a day would make learning more realistic and meaningful for students. Hill and Splete (1981) implemented a career awareness experience for students which actively involved the community resources of Meadowbrook Mall, encompassing more than 50 different stores in a fairly compact area. The hypothesis was that boys and girls could obtain some valuable information about careers by spending some time as quasi-employees of a store, even though it would be a one time experience.

The arrangements for cooperation of 50 businesses would be very time consuming for most teachers. Students could better understand the details of one small operation and manage it for a day rather than visit 50 businesses. A project such as this would teach students the necessary skills that must be used to operate a particular business. Students would learn how to figure sales tax and change, to price items, and check the inventory. This would be a practical experience of salesmanship and public relations, that could prove to be a worthwhile experience for third graders (Hill and Splete, 1981).

Taking a field trip and making students aware of the workers in their community is another learning experience that would be just as profitable. Blocker and Craig (1980) of Columbine Elementary School in Boulder, Colorado visited

three recycling sites. In this program, the overall goals were to help students to become aware of the jobs that were created as a result of the recycling efforts, and to understand the employees' perception of their jobs and the interdependency of many jobs. Students visited a newspaper recycling plant and a local newspaper. They were able to see and understand the complete process of publishing a newspaper and recycling the paper to make more newspapers. Articles about their field trip were published in the local newspaper. Students interviewed employees by formulating good questions before the interview.

A career day in the elementary school is an excellent way to bridge the gap between the school and the business community (Mantimurro, 1980). At the Elmwood Street Elementary School in Millbury, Massachusetts, an entire day was set aside each year for a career day. Twenty-three individuals representing a variety of occupational careers within the community were invited to speak to the 3rd, 4th, and 5th grade students. Speakers were encouraged to use visual aids, demonstrate equipment, and to wear any type of uniform associated with their work.

During their presentations the speakers skillfully informed the children with career information to help them see the relevancy between why they were in school now and how the development of productive skills and positive attitudes would benefit them in their world.

After lunch, the speakers left the school, but the

children continued to participate in a variety of educational activities and games of their choice. A career poetry contest, career poster contest, stimulated work experiences, and a variety of playing enactments were enjoyed by the students. A videotape presentation was made of the entire career day (Mantimurro, 1980).

With the poor economic situation in this city, the school administrators were becoming alarmed. This question was asked: "After high school: who's going where?" Students who grew up in a neighborhood where there was high unemployment and low income were greatly influenced by the negative attitudes of the the people in the community. It was unlikely that many of these high school graduates would continue their education.

The Post-Tribune (1986) ran a piece on career development in the city. Efforts such as a Career Beginnings program in the city only reached a few. Interviews with various concerned people were held in order to gain some insight for possible solutions to the problem. Students must be prepared for tomorrow's jobs. These were some of the common suggestions from the interviews:

1. create jobs and income
2. increase spending on education
3. revamp the welfare system
4. unite business, industry, and academics in the cause
5. get more parents involved

6. pay teachers higher salaries and give them more respect
7. make all elementary and secondary schools more accountable for the students they graduate
8. demand more of all students, no matter where they come from

Parent involvement is necessary in order to gain parent approval to allow students time at home to explore and investigate careers. Parents support will encourage students to do their best. The teacher should not neglect to use parents in the practicum process. It is hoped the parents will continue career development and find other ways to stimulate their children's interest.

Parents can be a great resource to the teacher. Most parents want to help, but they are given few opportunities to work with their child's teacher. Parents will be invited to share information about their careers, they may offer suggestions, and assist students with their projects.

In conclusion, the literature review includes solution strategies that enabled the teacher to design an effective career awareness practicum. The writer's preparation considered the ability and interest of all participants. Career activities were designed so that all students could participate. The teacher had an important responsibility which was to guide and select an appropriate program to best address the needs of the students. Third grade is one of the best periods of child development to introduce

career awareness. Students did increase their knowledge of careers and learned from their participation in the practicum experience. Survival in the community makes every individual accountable for the future.

The writer watched closely for sex-role sterotyping in career awareness activities. The teacher began by giving job assignments previously held by girls to boys. For example, the teacher let the boys pass out the papers instead of the girls, and the girls emptied the trash cans. Boys, as well as girls should be encouraged to expand their career choices.

Students interviewed family members to learn about how they work in their different jobs. This was a lot of fun for students as they worked on the family career tree. It also involved parents and gave students an opportunity to talk to others about what they were doing at school. Most of the students enjoyed this activity.

The students kept their writings in a notebook and this was their journal. Students' collections of interesting articles were placed in this notebook. Suggested topics were listed to help students organize the materials collected.

Students made a scrapbook by first collecting pictures of different occupations. The pictures were arranged in alphabetical order and pasted in the scapbook. Each career was labeled and a glossary was included at the end of the scrapbook. Scrapbooks were checked periodically to make

sure students were working on them. Twenty-three students turned in scrapbooks. Ten of those attached the glossary. Many students worked on their projects at home and their parents assisted them.

On Saturday, May 16, 1987, students participated in operating a business at Karnegie Fashions, a children's store. Parents helped students subtract the sale price from the retail price in order to see how much savings they were getting. Then students prepared for a fashion show. Following that presentation, students were selected to read articles they had written involving careers entitled: "What is a career?" "What I want to be when I grow up." "Who I admire the most." One student, Mary, wrote about her admiration for her mother. Students also read biographies of famous people. Students visited other store owners in the mall and each merchant talked about his background and stressed the importance of a good education.

Hill and Splete (1981) implemented a career awareness experience where students were assigned to work one full day at various stores. Parents came primarily to see their child. Parents remained the entire 3 hours with their child. The program agenda had to be well planned for parents to feel this time was well spent, and it had to be relevant to their academic program, rather than a mere fashion show. Career Day was an opportunity to highlight some of the activities students participated in. The response from the parents was very positive.

A tour of Gary also gave students a rare opportunity to meet and interview many important employees in the city government. The students were greeted at City Hall by the mayor's publicity chairperson. Students were escorted through City Hall. Students explored the Data Processing Room that stored information for the entire city. Following this, the computers were reprogrammed so that students could play games. A banner of their school's name was given to each student. The tour continued to the mayor's conference room. The group met with the city planner and he reviewed the plans for a $6 million marina that would provide for 1200 boat slips.

Two police detectives discussed their duties as information officers for the Police Department. An open discussion was held with the students. Students wanted to know their educational background. Students inquired about protection for children involved in child abuse situations involving a parent. Would charges be filed against parents if a child reports a situation to the police? What would happen to the child?

The teacher asked the detectives to explain to the children what happens to little devious boys who refuse to obey rules and regulations. Detective Robinson told the class of a young 12-year old boy who was caught shoplifting. At 16, the boy was sent to juvenile school for breaking and entering. Now he is in prison serving time for killing a person during a break-in. His advice

was to stop now or the trouble will continue to get worse.

Finally, the deputy mayor spoke to the students about his responsibilities of assisting the mayor. He reviewed some of the city's accomplishments in the last 10 years.

Our tour guide at the Adam Benjamin Transportation Center was the marketing director, Mrs. Brown. Students were given a presentation in the conference rooom. Mrs. Brown asked each student what each wanted to be when he or she grew up. Each student responded confidently. Many boys were interested in sports. Mrs. Brown mentioned to them that an athlete may spend as much as 10 years competing in a sport, some drop out of college and take a chance for a big contract. If an athlete acquires a serious injury he could lose his position and jeopardize his future. It is very important to get a college education.

The tour was concluded at the city's main post office. Two postal workers lead us through the backrooms. There we saw large machines used to process the mail.

Every worker that we encountered along this tour was asked to share their job experiences. Neither the bus driver, ticket officer, nor security guard were excluded. Mr. Allen, a concert promoter, stopped briefly to discuss a contract and the expense involved in producing one of the city's upcoming gospel concerts.

Students, parents, and the one teacher attending felt the tour of Gary was very informative. They were grateful

that they had an opportunity to speak with the deputy mayor at City Hall.

On the last day of school, Mr. Jefferson, a city hall employee, visited with our class. Students had an informal conversation about their career experiences. Mr. Jefferson was very impressed with their manners and the questions asked by the students. The writer knows the children have learned a lot since the initiation of the practicum program. As Mr. Jefferson departed from the room, a little boy said, "I hope to be an executive officer just like you. Good-bye. I hope you will become mayor of the city one day." Mr. Jefferson left feeling like a celebrity. It is hoped from this practicum experience students will continue to explore their career interests and share what they have learned with others.

Description of Selected Solution

The children needed more encouragement from parents to continue their interest level. Parents were invited to attend two inservice meetings. One was held at the beginning of the practicum process. This meeting was held to inform parents of the goals and objectives. Parents in attendance were very interested, but only half the parents were present. The last meeting was held in order to review with parents their child's progress. Final preparations were made for Career Day at this meeting.

The teacher utilized the materials in the library in order to expose children to books, magazines, films, and

postercharts of community helpers. These resources were used: the Real People at Work Career Kit (3-6), and the Manual for Career Education (K-6).

The teacher planned 30 minutes of activities each day for the 10 week program. The activities selected were related to the learning skills taught in social studies, language arts, and math. Duplicating materials were selected from Career Capers. Following these activities, group discussion provided time for students to share suggestions and develop communication skills with others.

Report of Action Taken

This practicum was implemented March 9, to May 29, 1987. The first week students were given a pre test. A career introduction was made correlating the subject matter with the social studies unit about community workers.

Each week students were introduced to a new topic on career education. On Monday, each student would select a book to read and complete a book report. On Tuesday and Wednesday students would work on activities in the Career Caper activity booklets. Thursday, students would participate in role playing or a comunication skill that would be needed for career preparation. Every Friday the class projects were checked by the teacher. Students were allowed to use this time to complete scrapbooks and unfinished assignments.

As two major experiences, students participated in the operation of a business and toured various other

businesses in the city.

A post test was administered to the students at the conclusion of the practicum. Students completed a class evaluation form summarizing what they had learned by participating in the career education project.

At first, students resisted reading the career booklets and completing a book report. Completing a book report became an extended part of the reading program. Students first read the booklets silently in a small group to themselves. Then those students having the same booklet read to the teacher in a small group. The teacher asked the students to orally respond to those questions that were to be completed on the written report. Then students were required to return to their seats and complete each statement using a complete sentence. Students conducted a book report session among themselves and asked each other questions.

The greatest difficulty the writer experienced was formulating appropriate questions for each of the pre and post tests designed for the performance level of third graders. Vocabulary and definitions given for each test item were evaluated. Careful examination of the presentation of the test was considered. Students had to be given clear and precise directions in order to properly administer the test.

In the practicum procedure the teacher introduced activities that required formal instructions. Students

were taught how to take a test and write out a book report. The time period for completing different projects over extended itself. The practicum doer did not anticipate the difficulty of learning for the typical third grader. Most of the reviewed literature listed many different activities and testing devices, however, evaluation of an activity was seldom given. This disadvantage allowed the teacher to design a testing measurement tool that was adaptable to the needs of the particular students.

The objectives would not have achieved such success without these activities.

Students were given a workbook consisting of Career Caper worksheet activities. Students worked in their activity workbooks twice a week. Whenever their classwork was completed, students were allowed to work on these activities. The Career Caper personalized the concept of career possibilities for the young child. Students inquired of their parents what their aunts and uncles did for a living. Prior to this, many students never thought to ask themselves these questions.

Bill, an energetic student, initially said he wanted to be a fireman. Later, he identified with a neighbor who had been his garbage man. He wrote, "Mr. Jones was a rich garbage man. Mr. Jones gets $5000 a year. Later, Mr. Jones became a hotel owner that got even more money. He then was put in jail for stealing money from a bank. Mr. Jones was shot, but is still alive. He was a good and

friendly garbage man. I want to be a garbage man like Mr. Jones." This example illustrates the child's concept of a role model that he can identify with. This would be an unaccceptable role model for an adult. Children see the good in people and will identify with good or bad role models. Bill never altered his career choice. Instead he became even more interested in other jobs in the sanitation department.

Students were asked on three occasions to write three career choices, once at the beginning of the program, 2 months into the program, and at the conclusion of the program (See Appendix P). Several students changed their initial career choice the second month, but practically all of the careers selected by the second month remained the same. Even though students increased their knowledge about unfamiliar job skills, they were content with the choices they had made.

A class evaluation form was completed by the students to get feedback about their accomplishments and participation in the practicum (See Appendix Q). City Hall was the most popular place students traveled. The students appreciated the attention given to them by the many community workers they met. The writer believes the students now have a better understanding of the importance of a good education.

The school has the responsibility of preparing students to develop to their fullest potential. Piaget's

theory is unique in its formulation of educational goals. Piaget's theory states that the general development of intelligence is the basis on which any specific learning rests. Learning can only take place on the condition that the child has general mechanisms to which he can assimilate the information contained in learning. A child's learning of any facts depends in part on the child's general capacity to relate these specific facts to other facts in a meaningful manner (Furth and Wache, 1974).

Chapter V

Results, Conclusion, Recommendations

The intention of this practicum was to solve the problem that third grade students in the regular classroom lacked career awareness. Selected activities were carefully planned to channel students' interest toward career education. This project was a worthwhile experience needed in the lower elementary grades. The evaluation of the results indicates that the minimum expectation was fully met. The third graders did increase their knowledge of career possibilities.

Beyond the minimum standard it was presumed that students would gain a purpose for learning and better understand their interest and talent. Hopefully, students would then improve in some of their basic skills and possibly identify themselves with at least one career occupation. Students are to keep in mind that regular academic work in such subjects as mathematics and English is very important especially where good basic skills are essential. Consistent planning and practice is required for the mastery of certain occupational skills, especially those in the technical fields. Students should make this generalization: all job occupations require special training in certain subject areas. The presentation and analysis of the results of school subjects related to job performance showed that this presumption was fulfilled.

Finally, it was anticipated that the pilot project would cause a lasting interest that not only would continue by exposing students to books and activities but would also continue to increase their knowledge of career possibilities. The communication activities gave students an idea of the importance of exchanging ideas and working cooperatively with one another.

The overall responses on the book reports leave the writer with the clear impression that students not only increased their knowledge, but improved the quality of their work with meaningful answers that were very impressive.

Results and Discussion

Four primary performance objectives were identified and accomplished in this project. Evaluation procedures utilized during the implementation stage later developed useful data which determined the success of the practicum project.

The primary performance objectives included:

1. Twenty out of 25 students would be able to identify 80% of the occupational skills on the post-test. A summary comparing the results of the pre-test and post-test was compiled in Appendix E.

Other data used to get the final result for the first objective included:

a. Job Description Pre-Assessment Test (Appendix A)

b. Student Performance on the Job Description Pre-Assessment (See Table 1).

c. Job Description Pre Test (Appendix B).

d. Student Performance on the Job Description Pre Test (Appendix C).

e. Job Description Post Test (Appendix D).

f. Student Performance on the Job Description Post-test (Appendix E).

g. Job Description: Comparison of the Pre and Post Test (Appendix F).

h. Classifying the Job Descriptions under the Ten-Cluster Plan to determine which cluster students have the least career awareness (Appendix G).

2. Twenty out of 25 students would participate in 8 oral activities. The teacher would tabulate the student's score on an evaluation form (Appendix H). Out of 80 possible points the students would achieve a score of at least 50 points (see Appendix I).

3. Twenty out of 25 students will be able to identify at least 2 school related skills for 20 occupations.

Data used to compile the final results included:

a. School Subjects Related to Job Performance Pre Test (Appendix J).

b. Students Performance on the School Subjects related to Job Performance Pre Test (Appendix K).

c. School Subjects Related to Job Post Test (Appendix L).

d. Student Performance on the School Subjects Related to Job Performance Post Test (Appendix M).

As stated, the first performance objective expected 80% of the job occupational skills to be identified by at least 20 students. The pre-assessment test consisting of 36 job description items given prior to the practicum indicated a high percentage of errors, 62.6% (See Table 1).

From that pre-assessment test pre- and post-tests were developed to measure the knowledge gained from the students' participating in the 3 month practicum project.

The students' performance on the Job Description Pre Test consisting of 25 items showed an average of 45.5% correct response (Appendix C). Only 3 students had scored 80% and above with the remaining 23 students scoring below the 80% minimum requirement with scores ranging from 72% to 04%.

The results of the post-test showed an average of 85.3% with 20 students scoring 80% and above (Appendix E). This showed an increase of 39.8% above the pre-test results with the remaining 4 students' scores ranging from 72% to 32%. One student transferred out and had a zero score, reducing the total number of participants completing the practicum to 24 students. The final results indicated the standard of achievement was met by the class. A comparison

of each student's score is on the pre- and post-test (Appendix F). The average improvement was 10.08%.

Job descriptions were classified under the Ten-Cluster Plan to determine which cluster of students had the least career awareness. The pre-test showed low scores in the job skills listed under building construction as well as business and commerce. Students were more familiar with those occupations listed under communications (Appendix G). The post-test results indicated an increase in all the cluster areas, but business and commerce skills again were the least understood, along with mechanics and metal working. Students greatly improved in the communication, health, and personal service clusters.

Students participated in nine communication activities. Third grade testing did not permit the class to do all 10 activities. Twenty-one students completed 8 oral communication skill activities with 20 students scoring at least 50 or more points all together. The group average score was 61.1 (Appendix I). Students gradually developed better communication skills, and increased their vocabulary as they gained experience from interacting with each other in the various activities. The minumum standard of achievement was met for this objective.

Student performance on the school subject related to job performance pre-test showed a low 42.7% correct (Appendix K). No individual student showed sufficient progress on the test. The results of the post test showed

an improvement to 79.7% which was a 36.9% increase over the pre-test (Appendix M). Sixteen out of 24 students met the minimum requirement. The results fell short of the original expectation, but the group average was 79.7% which indicated a great improvement for those students that did apply themselves. Students that neglected to do the required work activities were unfamiliar when introduced to new school subjects, therefore, they were unable to identify a school subject that related to a particular job performance. This being the case, these students simply guessed and obtained low scores on the post-test.

Students were encouraged to read books about various occupations. All students were expected to complete at least six book reports (Appendix N). Booklets were selected from the Real People at Work Kit. The results showed that the standards of achievement were met by the class. Twenty students completed 6 book reports with a class average of 5.4 (Appendix O). The writer observed that students increased their understanding by reading with a purpose. A book report required students to look for definitions and specific details. In evaluating the book reports, there appeared to be a gradual improvement in the quality and completeness of thought. Many students' first book report showed a simple sentence compared to a more complex detailed sentence response on the later book report.

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Conclusion

The application of Piaget's theories were used in the classroom. Children focused on how the skills they learned at school were used in the world around them. Thinking and doing was a means of growing and developing.

In the oral communication activities, students learned to use word knowledge from their reading and develop language skills by interacting with one another. Piaget would hold that thinking or intelligence is present in actions, in perceptions, in image, in language, and it can be applied to any and all subject areas of interest. As active participants, the students' greatest challenge was to think about how skills could be applied and used in their career projects.

The evaluation of this project established some clear direction for the design and implementation of career education in the elementary classroom. The following five conclusions have been drawn from the presentation and discussion of the evaluation results.

1. Introducing a career education program increased the knowledge of third graders.

2. Available community resources offered students a real life educational experience.

3. Applying basic academic skills to related job performance skill can develop a career interest.

4. This career practicum demonstrated that students can be motivated to learn and understand even more when

they see a personal meaning and direction for themselves.

5. A career education in the elementary grades is a subject valuable enough to warrant consideration for continuation and expansion.

Recommendations

Three specific areas of recommendations have resulted from this practicum project. These are:

1. Recommendations, in retrospect, if this writer were going to do this project again.

2. Recommendations to the regular classroom teacher.

3. Recommendations related to duplication of this project in other work setting.

First, in retrospect, this practicum project could have benefited from the following considerations prior to implementation.

a. Conduct a survey to see what career education programs were offered in the churches, youth organizations, and business associations in the local community.

b. Early contact of various businesses for to inquiry of their tour restrictions and provisions concerning young children prior to the planning of the tour.

c. More accurately anticipate and predict the cost of materials and duplicating work activity sheets for students.

Recommendation to the regular classroom teachers

would be the following.

a. Provide more time to complete project activities.

b. Carefully examine the directions and the difficulty of each test item on the pre- and post-tests. These tests must give a fair and accurate evaluation of what is measured.

c. Keep the parents informed of the scheduled activities, therefore, they will remain involved.

d. Incorporate career activities at every opportunity into the regular academic program.

e. Keep a list of resource people who will volunteer to share their experience with the school. Never neglect to invite them to participate in school programs or workshop seminars.

f. Take advantage of available free materials that can be researched in the library.

g. Do not be discouraged when others are uncooperative.

Teachers should anticipate means of obtaining available materials students will need to do their projects. Paper has to be provided for projects such as the scrapbook and worksheets must be duplicated. This can be expensive. Save all extra worksheets and re-use them for enrichment.

Dissemination of Results

Several steps will be taken to disseminate the results of this practicum project. These steps are:

1. A copy of this practicum will be made available upon request to anyone interested in designing and implementing a career education program.

2. A copy of this particum will be made available to the elementary school department. One copy will be placed in the Material Center.

3. The writer will feature some career activities for children in the Marketplace newspaper, in the column entitled "Let's Teach Our Children Something Wonderful." There will be a follow up of three articles.

4. The techniques and procedures used in the practicum project will be incorporated in the writer's classroom instructions each year.

5. The practicum writer will continue to study and participate in organizations and programs that will benefit the development of career guidance for students in the primary grades.

By informing others of the opportunities for learning through a program such as this, it is hoped that career education in the elementary school will eventually be considered a part of the existing elementary guidance program.

After the implementation of this practicum project, the writer has concluded that there is a clear need for a

career education program in the third grade. Parents and teachers assume students know about many of the things adults take for granted. The pre-assessment test showed extremely low scores in career awareness. Yet, the post-test results indicated students can learn a lot when given proper exposure. Third graders have acquired enough basic academic background information to be introduced to many exciting real-life experiences.

Most third graders at the concrete operational stage are able to accommodate and assimilate what they know in a meaningful way. Career guidance brings a unique personal awareness to the child's perpective of what is going on in the world around him.

The participants in the program have been given brief exposure. It is doubtful that career education will be continued by another teacher. Ultimately, the parents must continue to encourage and expand the career interest of their child.

Unfortunately, job dissatisfaction for many adults could be the result of poor preparation in career education. Helping students increase their knowledge in career possibilities in the primary grades is a direction that should be considered. It would be ideal if schools and city businesses worked cooperatively and set goals for the children in the community. This approach would be cost effective, and would require equal effort on both parts.

The end result would produce better workers for a progressive city.

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APPENDIX A

JOB DESCRIPTIONS

JOB DESCRIPTIONS PRE-ASSESSMENT TEST

Match the following definitions with career names which are suggested in the list.

1.	Accountant	_____1.	funeral director
2.	Artist	_____2.	builds bridges
3.	Bus driver	_____3.	detective
4.	Carpenter	_____4.	prevents tooth decay
5.	Dentist	_____5.	works with machines
6.	Drycleaner	_____6.	auto body repairer
7.	Educator	_____7.	helps the sick
8.	Engineer	_____8.	makes eyeglasses
9.	Estimator	_____9.	flies an airplane
10.	Exterminator	____10.	fixes water pipes
11.	FBI Investigator	____11.	office greeter
12.	Garbage Collector	____12.	teaches religion
13.	Household Servant	____13.	looks up information
14.	Interior Decorator	____14.	types and takes note
15.	Judge	____15.	gives lessons
16.	Keysmith	____16.	repairs furniture
17.	Librarian	____17.	sells refreshment
18.	Mortician	____18.	takes x-ray
19.	Machinist	____19.	studies animals
20.	Meteorologist	____20.	weather predictor
21.	Nurse	____21.	cleans clothes
22.	Optician	____22.	teacher
23.	Plumber	____23.	counts money
24.	Pilot	____24.	estimates the cost
25.	Preacher	____25.	pest controller
26.	Secretary	____26.	enjoys drawing
27.	Researcher	____27.	sanitation worker
28.	Upholsterer	____28.	remodels houses
29.	Vendor	____29.	advises the court
30.	Welder	____30.	material center
31.	X-ray technician	____31.	maid
32.	Zoologist	___32.	makes keys
33.	Fireman	____33.	prevents fire
34.	Mechanic	____34.	joins metals
35.	Tutor	____35.	maker of wood
36.	Receptionist	____36.	drives the bus

APPENDIX B

JOB DESCRIPTION PRE-TEST

JOB DESCRIPTION PRE TEST

Directions: Match the job description by placing the number of the job title on the line beside the correct definition.

1.	Accountant	_____ 1.	funeral director
2.	Artist	_____ 2.	builds bridges
3.	Carpenter	_____ 3.	detective
4.	Dentist	_____ 4.	prevent tooth decay
5.	Educator	_____ 5.	works with machines
6.	Engineer	_____ 6.	auto body repairer
7.	FBI Investigator	_____ 7.	helps the sick
8.	Sanitation Worker	_____ 8.	makes eyeplasses
9.	Interior Decorator	_____ 9.	fixes water pipes
10.	Judge	_____10.	office greeter
11.	Keysmith	_____11.	types and takes notes
12.	Librarian	_____12.	gives private lessons
13.	Mortician	_____13.	repairs furniture
14.	Machinist	_____14.	types and takes notes
15.	Meteorologist	_____15.	studies animals
16.	Nurse	_____16.	weather predictor
17.	Optician	_____17.	teacher
18.	Plumber	_____18.	counts money
19.	Secretary	_____19.	enjoys drawing
20.	Researcher	_____20.	garbage collector
21.	Upholsterer	_____21.	remodels houses
22.	Vendor	_____22.	advises the court
23.	Zoologist	_____23.	material center worker
24.	Mechanic	_____24.	makes keys
25.	Tutor	_____25.	maker of wooden things

APPENDIX C

STUDENT PERFORMANCE ON THE JOB DESCRIPTION PRE-TEST

STUDENT PERFORMANCE ON THE JOB DESCRIPTION PRE-TEST

Student	Correct Response	Incorrect Responses	% Correct
01	02	23	04
02	11	14	44
03	13	12	52
04	16	09	64
05	02	23	08
06	11	14	44
07	13	12	52
08	07	18	28
09	13	12	52
10	07	18	28
11	24	01	96
12	00	25	100
13	07	18	28
14	15	10	60
15	16	09	64
16	08	17	32
17	18	07	72
18	15	10	60
19	13	12	52
20	15	10	60
21	05	20	20
22	05	20	20
23	22	03	88
24	08	17	32
25	07	18	28
Total	273	352	1138

n=25 average 45.52

APPENDIX D

JOB DESCRIPTIONS POST-TEST

JOB DESCRIPTION POST-TEST

Direction: Draw a line to best answer that will define each career title.

1.	Accountant	builds bridges
2.	Artist	enjoys drawing
3.	Engineer	prevents tooth decay
4.	Carpenter	maker of wooden things
5.	Dentist	counts money
6.	FBI Investigator	sanitation worker
7.	Garbage Collector	detective
8.	Educator	remodels houses
9.	Interior Decorator	advises the court
10.	Judge	teacher
11.	Keysmith	library instructor
12.	Librarian	makes keys
13.	Mortician	weather predictor
14.	Machinist	funeral director
15.	Meteorologist	works with machines
16.	Nurse	records information
17.	Optician	helps the sick
18.	Plumber	looks up information
19.	Secretary	fixes water pipes
20.	Researcher	makes eyeglasses
21.	Zoologist	auto body repairer
22.	Upholsterer	sells refreshments
23.	Vendor	repairs old furniture
24.	Mechanic	studies animals
25.	Tutor	gives private lessons

APPENDIX E

STUDENT PERFORMANCE ON THE JOB DESCRIPTION POST-TEST

STUDENT PERFORMANCE ON THE JOB DESCRIPTION POST-TEST

Student Number	Correct Responses	Incorrect Responses	% Correct
01	25	00	100
02	25	00	100
03	23	02	92
04	22	03	88
05	08	17	32
06	19	06	76
07	23	02	92
08	23	02	92
09	00	00	00
10	23	02	92
11	25	00	100
12	13	12	52
13	21	04	84
14	25	00	100
15	25	00	100
16	20	05	80
17	25	00	100
18	20	05	80
19	08	17	32
20	25	00	100
21	21	04	84
22	25	00	100
23	25	00	100
24	21	04	84
25	22	03	88
Total	512	88	2048
	n=25		85.33

APPENDIX F

JOB DESCRIPTION: COMPARISON OF THE PRE AND POST-TESTS

JOB DESCRIPTION: COMPARISON OF THE PRE AND POST-TESTS

Student improvement shown on the job description pre-test and post-test.

Student Number	Post-test Score	Pre-test Score	Improvement
01	25	02	23
02	25	11	14
03	23	13	10
04	22	16	06
05	08	02	06
06	19	11	08
07	23	13	10
08	23	07	16
09		13	
10	23	07	14
11	25	24	01
12	13	00	13
13	21	07	14
14	25	15	10
15	25	16	09
16	20	08	12
17	25	18	07
18	20	15	05
19	08	13	-5
20	15	15	00
21	21	.05	16
22	25	05	20
23	25	22	03
24	21	08	13
25	22	07	15
Total	512	273	242

APPENDIX G

JOB DESCRIPTION: CLASSIFICATION

UNDER THE TEN-CLUSTER PLAN

JOB DESCRIPTIONS: CLASSIFICATION UNDER THE TEN-CLUSTER

Classifying the job description under the ten-cluster plan to determine which cluster students have the least career awareness.

		Post-test	Pre-test	Increase score
1.	Building Construction			
	interior decorator	19	8	11
	plumber	18	2	16
	carpenter	13	1	12
2.	Business and Commerce			
	accountant	7	1	6
	secretary	9	7	2
	vendor	20	3	17
3.	Communications			
	researcher	18	5	13
	tutor	17	5	12
	librarian	20	5	15
	artist	6	0	6
	educator	18	11	7
4.	Extractive Industries			
	meteorologist	20	1	19
5.	Health and Personal Service			
	sanitation worker	22	6	16
	optician	19	2	17
	nurse	5	4	1
	dentist	1	1	1
	mortician	20	5	15
6.	Marine Industries			
	zoologist	17	7	10
7.	Mechanics and Metalworking			
	mechanic	18	2	16
	machinist	18	3	15
	keysmith	12	4	8
8.	Protective Service			
	FBI Investigator	5	4	1
	judge	9	5	4
9.	Special Technologies			
	engineer	17	7	2
10.	Textile and Leather			
	upholsterer	23	4	19

APPENDIX H

STUDENT AND TEACHER EVALUATION FORM

STUDENT AND TEACHER EVALUATION FORM

Direction: Students will check off their behavior performance under each column listed. The columns listed are usually, and hardly ever. The teacher will make an additional evaluation, students will score one point for usually. The teacher will tabulate the total number of points. Students scoring eight points and above will be given a token.

STUDENT EVALUATION

Do I----------	Usually	Hardly Ever
Accept responsibilities?	--------	-------
Take part in class discussion?	--------	-------
Respect the rights of others?	--------	-------
Listen with out interrupting?	--------	-------
Check my work?	--------	-------
Keep a neat work area?	--------	-------
Get along with everyone?	--------	-------
Finish my work?	--------	-------
Do good quality work?	--------	-------
Follow directions?	--------	-------

TEACHER EVALUATION

Do I ----------	Usually	Hardly Ever
Accept responsibilities?	--------	-------
Take part in class discussion?	--------	-------
Respect the rights of others?	--------	-------
Listen with out interrupting?	--------	-------
Check my work?	--------	-------
Keep a neat work area?	--------	-------
Get along with everyone?	--------	-------
Finish my work?	--------	-------
Do good quality work?	--------	-------
Follow directions?	--------	-------
Points scored	--------	-------

Final Score _____

APPENDIX I

COMMUNICATION ACTIVITIES

Results of Eight Communication Activities:

Student Number	Oral Activities	Total Score	Average Score
01	9	75	8.3
02	8	56	7.0
03	9	61	6.7
04	8	71	8.8
05	6	36	6.0
06	9	65	7.2
07	8	71	8.8
08	9	69	7.6
09	9	81	9.0
10	8	72	9.0
11	8	64	8.0
12	5	33	6.6
13	8	64	8.0
14	9	64	8.0
15	8	67	8.3
16	8	56	7.0
17	9	87	9.6
18	7	50	7.1
19	6	46	5.6
20	8	52	6.2
21	8	58	7.2
22	8	54	6.7
23	9	85	9.4
24	7	46	6.5
25	8	44	5.5
		Total 1527	

n= 25 class average 61.08

APPENDIX J

SCHOOL SUBJECTS RELATED TO JOB PERFORMANCE

PRE TEST

SCHOOL SUBJECTS RELATED TO JOB PERFORMANCE PRE TEST

JOB PERFORMANCE IN	ART	ENGLISH	READING	MATH	SCIENCE	SOCIAL STUDIES	HEALTH & GYM
1. carpenter							
2. plumber							
3. pest controller							
4. engineer							
5. bank teller							
6. store owner							
7. film maker							
8. meterologist							
9. biologist							
10. dentist							
11. basketball player							
12. locksmith							
13. mortician							
14. auto body repairman							
15. welder							
16. machinist							
17. drafter							
18. policeman							
19. judge							
20. chemical technician							
21. scientist							
22. astronaut							
23. shoe repairer							
24. postman							
25. newsman							

NAME_____ DATE_____

DIRECTION: Select two required school subjects that best relates to the job performance. Place an x in the space under each subject area.

APPENDIX K

SUBJECT RELATED TO JOB PERFORMANCE PRE-TEST

Results of Student Performance on the School Subject Related to Job Performance Pre-test.

Student Number	Correct Responses	Incorrect Responses	% Correct
01	17	33	34
02	29	21	58
03	18	32	36
04	18	32	36
05	15	35	30
06	18	32	36
07	14	36	28
08	14	36	28
09	21	29	42
10	14	36	28
11	34	16	68
12	12	38	24
13	17	33	34
14	21	29	42
15	35	15	70
16	17	33	34
17	30	20	60
18	14	36	28
19	18	32	36
20	32	18	64
21	19	31	38
22	15	35	30
23	37	13	74
24	37	13	74
25	18	32	36
Total	534	716	1068
	n= 25	average	42.72%

APPENDIX L

SCHOOL SUBJECTS RELATED TO JOB PERFORMANCE

POST-TEST

SCHOOL SUBJECTS RELATED TO JOB PERFORMANCE

Select the required school subject that best relates to the job performance. Circle the letter for each subject.

1. Engineer
   a. math b. english c. science
2. Carpenter
   a. math b. english c. science
3. Plumber
   a. math b. english c. science
4. Writer
   a. math b. english c. reading
5. Bankteller
   a. math b. english c. science
6. Cashier
   a. math b. english c. science
7. Biologist
   a. math b. english c. science
8. Basketball
   a. math b. gym c. health and safety
9. Newsman
   a. math b. reading c. history
10. Biologist
    a. math b. biology c. history
11. Meterologist
    a. math b. english c. science
12. Doctor
    a. math b. english c. science
13. Journalist
    a. math b. english c. reading
14. Mortician
    a. math b. english c. science
15. Secretary
    a. math b. english c. typing
16. Pianist
    a. math b. history c. music
17. Actor
    a. math b. drama c. music
18. Lawyer
    a. math b. english c. history
19. Postman
    a. math b. history c. reading
20. Artist
    a. art b. music c. reading
21. Nurse
    a. math b. english c. biology
22. Pest Controller
    a. health b. english c. science
23. Teacher
    a. math b. science c. gym
24. Wrestler
    a. math b. health c. gym
25. Veterinarian
    a. math b. science c. english

APPENDIX M

RESULTS OF SCHOOL SUBJECT RELATED TO JOB PERFORMANCE POST-TEST

Results of Student Performance on the School Subject Related to Job Performance Post-test.

Student Number	Correct Responses	Incorrect Responses	% Correct
01	44	06	88
02	41	09	82
03	42	08	84
04	46	04	92
05	23	27	46
06	36	14	72
07	44	06	88
08	40	10	80
* 09	00	00	00
10	42	08	84
11	48	02	96
12	30	20	60
13	37	13	74
14	48	02	96
15	50	00	100
16	25	25	50
17	49	01	98
18	37	13	74
19	35	15	70
20	31	19	62
21	42	08	84
22	32	18	64
23	46	04	92
24	47	03	94
25	41	09	82
Total	956	244	1912

* tranferred n= 24 average 79.7

APPENDIX N

BOOK REPORT: CAREERS

BOOK REPORT: CAREERS

Book Title_____

_____

Author's name

_____

_____

Career selected_____

Definition of the career_____

_____

Answer the following questions about the book you have selected.

1. What two subjects must be studied in school?

_____

_____

2. Where do these people work?

_____

_____

3. What time do they work ?

_____

_____

4. What good habits should be developed?

_____

_____

5. What special machine does this worker use?

_____

_____

6. What do you like about this career?

_____

_____

7. What do you dislike about this career?

_____

_____

8. What did you learn?

_____

_____

Name_____Date_____

APPENDIX O

BOOK REPORTS RESULTS

Students are Expected to Complete Six Book Reports

Student Number	Book Reports Completed
01	6
02	3
03	6
04	6
05	4
06	6
07	6
08	6
09	1
10	6
11	6
12	6
13	6
14	6
15	6
16	5
17	6
18	6
19	3
20	6
21	6
22	6
23	6
24	6
25	6
Total	133 n= 25 average 5.32

APPENDIX P

CAREER CHOICES

CAREER CHOICES

Name_____Date_____

Write down three careers you think you would like to pursue when you grow up. Use complete sentences.

1._____

2._____

3._____

Tell the reasons for each career selection.

1._____

_____

2._____

_____

3._____

_____

Write down three careers you would not want to pursue when you grow up. Use complete sentences.

1._____

2._____

3._____

Tell the reasons why you would not make these choices.

1._____

_____

2._____

_____

3._____

_____

APPENDIX Q

CLASS EVALUATION

CIASS EVALUATION: CAREER PRACTICUM PROJECT

1. Did you have a good year in third grade? _____

2. Did you do your best work in the following:

   Spelling _____ Math _____ Career_____

   Reading _____ Spelling_____ Science_____

   Handwriting_____ English _____

3. What is your favorite school subject? _____

4. Which school subject do you need to improve in ?

   _____

5. Career Project

   Did you complete your scrapbook? _____ If your answer is no please explain why you did not finish.

   _____

6. Did you attend the Career Day at Karnegie Fashion?

   _____

7. Did you enjoy your tour of Gary? _____ What was the best place you visited? _____

8. What speaker did you enjoy the most on that tour?

   _____

9. How many career book reports did you read? _____

10. Did you do the career family work tree? _____

11. Did you finish your career caper folder? _____

12. What is a career? _____

13. Why is your school education important? _____

    _____

14. What jobs may disappear by the year 2002? _____

_____

APPENDIX R

CALENDAR PLAN

Calendar Plan Implementation March to May 29, 1987

Scheduled Activities

Week 1	Monday	3/9	Introduction: What is a Career?
	Tuesday	3/10	Study Our Community
	Wednesday	3/11	Pre-test
	Thursday	3/12	Jobs in the classroom
	Friday	3/13	Jobs in the school
Week 2	Monday	3/16	Read booklet - book report
	Tuesday	3/17	Real People activities
	Wednesday	3/18	Journal - "What do I want to be?"
	Thursday	3/19	Draw a picture of what you want to be
	Friday	3/20	Write a biography about a person of your chosen career. Share this with others.
Week 3	Monday	3/23	Read a book - book report
	Tuesday	3/24	Real People Activities
	Wednesday	3/25	Journal "What do you like?"
	Thursday	3/26	Role playing - evaluation
	Friday	3/27	Start a Scrapbook
Week 4	Monday	3/30	Read a book - book report
	Tuesday	3/31	Real People Activities
	Wednesday	4/1	Journal "A strange career"
	Thursday	4/2	Career Capers
	Friday	4/3	Scrapbook - bulletin
Week 5	Monday	4/6	Read book - book report
	Tuesday	4/7	Real People Activities

	Wednesday	4/8	Journal
	Thursday	4/9	Communication - Interview each other for a job - evaluation
	Friday	4/10	Scrapbook
Week 6	Monday	4/13	Read book - book report
	Tuesday	4/14	Match businesses with job titles
	Wednesday	4/15	Journal "What are responsibilities?"
	Thursday	4/16	Interview a worker - evaluation
	Friday	4/17	Scrapbook
Week 7	Monday	4/27	Read book - book report
	Tuesday	4/28	Career capers
	Wednesday	4/29	Journal "What determines a job well done?"
	Thursday	4/30	Learn to talk on the phone politely
	Friday	5/1	Family career tree
Week 8	Monday	5/4	Read book - book report
	Tuesday	5/5	Journal "Questions for the interviewing of employees"
	Wednesday	5/6	Movie
	Thursday	5/7	Career Capers
	Friday	5/8	Tour of the community
Week 9	Monday	5/11	Advertising
	Tuesday	5/12	Role Playing - Salesclerk
	Wednesday	5/13	Journal "Establishing a make-believe business"

	Thursday	5/14	Make believe
	Friday	5/15	Operating a business in the community
Week 10	Monday	5/18	Journal "What I learn from operating a business?
	Tuesday	5/19	Career Capers Parent Inservice 2:30 to 3:00
	Wednesday	5/20	Role playing - salesclerk
	Thursday	5/21	Journal "What new career would I like now?"
	Friday	5/22	Fill out a job application
Week 11	Monday	5/25	Prepare for Career Day
	Tuesday	5/26	Complete projects
	Wednesday	5/27	Display projects
	Thursday	5/28	Bulletin boards completed
	Friday	5/29	Career Day
Week 12	Monday	6/1	Self-Evaluation
	Tuesday	6/2	Post-test
	Wednesday	6/3	Student evaluation of the program
	Thursday	6/4	Unit materials returned.